

has had a unique role in supporting basic research across the spectrum of scientific disciplines. This support has led to remarkable advances in fields as disparate as nanotechnology and economic theory.

While federal support of scientific research is of critical importance to innovation, it is also very important that we find ways to make sure that science is effectively used to advance the human condition. Scientists and engineers must have the tools needed to communicate the work that they do. The ability to more effectively communicate scientific information may inspire more children to pursue a career in science. It certainly will help create a higher quality dialogue among the research community, the citizens whose investment it relies upon, and the broad society it ultimately serves.

Sincerely,

ALAN L. LESHNER,
Chief Executive Officer.

Mr. WESTMORELAND. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I am confused. The gentleman from Washington has been stating about micromanaging the NSF; and now that I see what this amendment does is not only try to micromanage what they do with their grants and their money, but it is also saying to me that these institutions that get these awards grants for the research from the NSF do not have a complete teaching ability to teach these graduate students how to put their thoughts to a nonscientist audience.

Now, to me, we are not only micromanaging the NSF, but now we are getting into some of these schools that receive these grants and saying: You are not doing a full curriculum enough that you can educate these young scientists and these young researchers into how to explain themselves to nonscientist audiences.

So I think you can't have your cake and eat it, too. Either we don't want to micromanage, and if we are going to micromanage, who is the ultimate decider of that? And also, are we going to start micromanaging what the curriculum is for these higher institutes of learning that are turning out these scientists?

The Acting CHAIRMAN (Mr. LYNCH). The question is on the amendment offered by the gentlewoman from California (Ms. MATSUI).

The question was taken; and the Acting Chairman announced that the ayes appeared to have it.

Mr. WESTMORELAND. Mr. Chairman, I demand a recorded vote.

The Acting CHAIRMAN. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentlewoman from California will be postponed.

AMENDMENT NO. 6 OFFERED BY MR. EHLERS

Mr. EHLERS. Mr. Chairman, I offer an amendment.

The Acting CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 6 offered by Mr. EHLERS:

At the end of the bill, add the following new section:

SEC. 19. SENSE OF THE CONGRESS REGARDING THE MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAMS OF THE DEPARTMENT OF EDUCATION AND THE NATIONAL SCIENCE FOUNDATION.

It is the sense of the Congress that—

(1) although the mathematics and science education partnership program at the National Science Foundation and the mathematics and science partnership program at the Department of Education practically share the same name, the 2 programs are intended to be complementary, not duplicative;

(2) the National Science Foundation partnership programs are innovative, model reform initiatives that move promising ideas in education from research into practice to improve teacher quality, develop challenging curricula, and increase student achievement in mathematics and science, and Congress intends that the National Science Foundation peer-reviewed partnership programs found to be effective should be put into wider practice by dissemination through the Department of Education partnership programs; and

(3) the Director of the National Science Foundation and the Secretary of Education should have ongoing collaboration to ensure that the 2 components of this priority effort for mathematics and science education continue to work in concert for the benefit of States and local practitioners nationwide.

Mr. EHLERS. Mr. Chairman, I rise to address a particular problem with this amendment. We have, for some time, had activities within the National Science Foundation aimed at teaching future teachers, teaching them how to teach math and science, and this generally fell into the rubric of a math-science partnership, because the Foundation itself did not teach the teachers but rather responded to grants submitted by professors at various institutions who were pleased to set up programs to teach these future teachers or existing teachers how better to teach math and science. These have been very successful programs and are commonly referred to as the math-science partnership.

Recently, the Department of Education has developed programs involving professional development for teachers in elementary and secondary schools to try to bring them up to speed on the latest developments in math and science and how to teach them. They ended up calling it the math-science partnership.

This has resulted in a problem because some in the administration decided to cut the budget of the National Science Foundation because they felt this was a duplication of programs. It is not.

The National Science Foundation concentrates on doing research. The Foundation's model is designed for competitive grants to spur innovative programs that will be peer reviewed and evaluated to enhance research on effective math and science education, whereas the Department of Education ensures that this knowledge is disseminated to as many school districts as possible. Knowledge gained from the competitive foundation scholarships, in other words the National Science

Foundation math-science partnerships, can be used and is used to prove and enhance State investments in programs developed by the Department of Education.

In other words, these are two programs that happen to have the same names. They are very symbiotic. The discoveries out of the research at the National Science Foundation transfers directly over to the Department of Education, and is there applied to instructions in the classrooms and for teacher training programs.

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Another reason I come to offer this amendment is because the other body, the Senate, is working on this same issue, this same bill, and they have added an amendment which clarifies the difference between the National Science Foundation programs and the Department of Education programs. I am offering essentially the same amendment so that when we go to conference with the Senate, this will be preagreed to. It's a necessary and important clarification of the functions of the two, and I urge the adoption of my amendment.

Mr. BAIRD. Mr. Chairman, I move to strike the last word.

The superb gentleman from Michigan is absolutely right. It's a superb amendment. We're happy to accept it, and I commend him for offering it.

The Acting CHAIRMAN. The question is on the amendment offered by the gentleman from Michigan (Mr. EHLERS).

The amendment was agreed to.

AMENDMENT NO. 3 OFFERED BY MR. MCNERNEY

Mr. MCNERNEY. Mr. Chairman, I offer an amendment.

The Acting CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 3 offered by Mr. MCNERNEY:

At the end of the bill, add the following new section:

SEC. 19. HISPANIC-SERVING INSTITUTIONS UNDERGRADUATE PROGRAM.

(a) IN GENERAL.—The Director is authorized to establish a new program to award grants on a competitive, merit-reviewed basis to Hispanic-serving institutions to enhance the quality of undergraduate science, mathematics, engineering, and technology education at such institutions and to increase the retention and graduation rates of students pursuing associate's or baccalaureate degrees in science, mathematics, engineering, or technology.

(b) PROGRAM COMPONENTS.—Grants awarded under this section shall support—

(1) activities to improve courses and curriculum in science, mathematics, engineering, and technology;

(2) faculty development;

(3) stipends for undergraduate students participating in research; and

(4) other activities consistent with subsection (a), as determined by the Director.

(c) INSTRUMENTATION.—Funding for instrumentation is an allowed use of grants awarded under this section.

Mr. MCNERNEY. Mr. Chairman, I would like to thank Chairman GORDON,